

1st grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	1.1 Students describe the rights and individual responsibilities of citizenship. 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."		

Science



**Unless otherwise specified, “descriptions” referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.*

1-LS3-1 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- 1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

Disciplinary Core Ideas

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Crosscutting Concepts

Patterns

- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

Observable features of the student performance by the end of the grade:

1	Articulating the explanation of phenomena								
a	Students articulate a statement that relates a given phenomenon to a scientific idea, including the idea that young plants and animals are like, but not exactly like, their parents (not to include animals that undergo complete metamorphoses, such as insects or frogs).								
b	Students use evidence and reasoning to construct an evidence-based account of the phenomenon.								
2	Evidence								
a	Students describe* evidence from observations (firsthand or from media) about patterns of features in plants and animals, including: <table border="1"> <tr> <td>i.</td><td>Key differences between different types of plants and animals (e.g., features that distinguish dogs versus those that distinguish fish, oak trees vs. bean plants).</td></tr> <tr> <td>ii.</td><td>Young plants and animals of the same type have similar, but not identical features (e.g., size and shape of body parts, color and/or type of any hair, leaf shape, stem rigidity).</td></tr> <tr> <td>iii.</td><td>Adult plants and animals (i.e., parents) of the same type have similar, but not identical features (e.g., size and shape of body parts, color and/or type of any hair, leaf shape, stem rigidity).</td></tr> <tr> <td>iv.</td><td>Patterns of similarities and differences in features between parents and offspring.</td></tr> </table>	i.	Key differences between different types of plants and animals (e.g., features that distinguish dogs versus those that distinguish fish, oak trees vs. bean plants).	ii.	Young plants and animals of the same type have similar, but not identical features (e.g., size and shape of body parts, color and/or type of any hair, leaf shape, stem rigidity).	iii.	Adult plants and animals (i.e., parents) of the same type have similar, but not identical features (e.g., size and shape of body parts, color and/or type of any hair, leaf shape, stem rigidity).	iv.	Patterns of similarities and differences in features between parents and offspring.
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3	Reasoning								
a	Students logically connect the evidence of observed patterns in features to support the evidence-based account by describing* chains of reasoning that include: <table border="1"> <tr> <td>i.</td><td>Young plants and animals are very similar to their parents.</td></tr> <tr> <td>ii.</td><td>Young plants and animals are not exactly the same as their parents.</td></tr> <tr> <td>iii.</td><td>Similarities and differences in features are evidence that young plants and animals are very much, but not exactly, like their parents.</td></tr> <tr> <td>iv.</td><td>Similarities and differences in features are evidence that although individuals of the same type of animal or plant are recognizable as similar, they can also vary in many ways.</td></tr> </table>	i.	Young plants and animals are very similar to their parents.	ii.	Young plants and animals are not exactly the same as their parents.	iii.	Similarities and differences in features are evidence that young plants and animals are very much, but not exactly, like their parents.	iv.	Similarities and differences in features are evidence that although individuals of the same type of animal or plant are recognizable as similar, they can also vary in many ways.
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Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Kindergarten:

W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

1st Grade:

W.1.1- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2nd Grade:

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Sample Standards Analysis for Reading Standard 2

Anchor Standard: <u>CCSS.ELA-LITERACY.CCRA.R.2</u> - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	Kindergarten:	1st Grade:	2nd Grade:
Informational Texts	RI.K.2- - With prompting and support, identify the main topic and retell key details of a text.	RI.1.2- - Identify the main topic and retell key details of a text.	RI.2.2- - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Literary Texts (Literature)	RL.K.2 - With prompting and support, retell familiar stories, including key details.	RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Using the Organization of the Reading Standards to Plan Questions and Instruction

<u>RI.1.1 –</u> Ask and answer questions about key details in a text.	<u>RI.1.2-</u> Identify the main topic and retell key details of a text.	<u>RI.1.10-</u> With prompting and support, read informational texts appropriately complex for grade 1.
Planning for Instruction:		